DOCUMENT RESUME

ED 173 289 **SP 013 910**

TITLE	Teaching Reading to Handicapped Children (No. 6 in series Tips for Teachers). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Apr 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Basic Reading; Elementary Education; Handicapped Children; Inservice Teacher Education; *Instructional Materials; Reading Comprehension; *Reading Instruction; *Slow Learners; *Special Education; Student Characteristics; Validated Programs

ABSTRACT

The inservice teacher education course described is designed for special education teachers of reading at the elementary level. The contents and scope of the module are outlined, and the activities and resources involved in the use of the materials are described. Ordering information is included and a critique of the unit is provided. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED173289

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: TEACHING READING TO HANDICAPPED CHILDREN (No. 6 in series TIPS FOR TEACHERS)

Publication Date(s): Copyright 1974

Intended Users: Preservice and inservice special education teachers; may be used profitably with regular education teachers

Grade Level(s): K-6 (Some principles adaptable to higher grades)

Number: Individual or groups

Primary Focus: Components of a basic reading program and characteristics of handicapped learners; lead to the individualization of reading instruction.

School subject(s) and/or in-service topic(s) covered:

This material gives an overview of teaching reading to handicapped children. It has 3 parts: 1) Characteristics of handicapped learners; 2) Basic reading skills; and 3) Instructional approaches. It offers techniques and activities in each of the instructional approaches it discusses, which are a) Supplemented Basal Reader; b) Unit Approach; and c) Language Experience. It also offers suggestions for the development of vocabulary and comprehension.

What participant does in using the materials:

User views filmstrip and listens to cassette presentation, and performs activities which are recorded in a response book. The material is designed for use by individuals and groups.

Resources:

An audiotape, a filmstrip, an intructor's manual (with script of the tape, posttest and reference list), and a response book are part of this module. Cassette tape recorder and filmstrip projector are necessary. Tape/filmstrip presentation takes about 30 minutes, but more time is needed for required activities.

Describer critique:

This module is compact, easy to use and flexible. The technical quality of each of the elements is very good. A small investment of time is needed to review the material, and total time expended will depend upon the background and needs of the user. This is not an in-depth discussion of the subject, but rather an overview with suggestions for enrichment of an existing program.

(Reading-comprehension skills, activities and planning for slow learners)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 013 910

B. In~Depth Information

1.0 PURPOSES:

According to the developer, this module could be used "to focus teachers' attention on new and alternative techniques in special education and to stimulate innovative approaches."

Several statements are made in the description of the rationale for developing this material, such as: 1)"Teachers recognize the importance of reading and devote much time and energy to the teaching of reading. 2) Handicapped children frequently have a reading deficiency, yet much of the curriculum they are expected to master is reading-related. 3) Handicapped children benefit from more personalized instruction. 4) Informal surveys of teachers' needs for inservice training indicates a demand for greater knowledge in teaching reading."

While teachers may have been trained in one reading method, or may have experienced frustration because of the lack of flexibility of a particular basal approach, they are here introduced to alternative methods which increase their options.

Specific Objectives, as stated:

"The teacher trainee will be able to:

1. List three characteristics of handicapped learners which must be taken into account in teaching reading.
2. Describe the two major components of a reading program.
3. List and describe three skill areas of basic reading.
4. List and describe three instructional strategies for teaching reading."

2.0 CONTENT — Scope and Sequencing of Topics:

The module consists of an audiotape, a filmstrip and response book. The audiotape coordinates the use of the module, and directs the trainee to the filmstrip or to the response book. The audiotape uses a mixture of narration and dramatized incident to present the content. Excercises in the response book require active work on the part of the users.

The content of this module falls into 3 parts:

I. Characteristics of Handicapped Learners
II. Basic Reading Skills
III. Instructional Approaches

Upon completion of the module, teachers should be able to:

1. Explain factors involved in planning reading instruction.
2. Prepare activities which precede reading instruction.
3. Implement three techniques of reading instruction:

    a) Systematic method (Basal Reader)
    b) Development around a central theme
    c) Language Experience

4. Develop comprehension skills so as to encourage children to:

    a) Find specific items of information.
    b) Organize material into sequence.
    c) Follow directions.
    d) Predict outcomes.
    e) Understand what a story is about.

5. Use and prepare aids to teaching reading.
6. Adapt reading instruction to individual needs.

Although this filmstrip/tape presentation takes about thirty minutes, the total time expended on the activities can vary according to the experience, time availability and inclination of the learner. The module is flexible in that it can be scheduled at the user's convenience.

While a first viewing should be done sequentially, review is possible by repeating the entire module, or selected components thereof.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The user views the filmstrip and listens to the tape. At certain intervals, the tape is stopped and the user engages in certain activities which provide for opportunities to apply the knowledge and skills gained from the module. These activities are recorded in a response book which becomes a permanent reference for the user.

Some of the activities are:

1. List the characteristics of a handicapped learner, which must be taken into consideration in teaching reading.
2. State what are the components of a reading program.
3. Write questions based on a paragraph to check specific comprehension skills.
4. Develop activities for the unit approach of teaching reading.

3.2 Help given in use of product:

Instructions on the filmstrip/tape module are very clear and explicit, and the response book provides all the necessary additional guidance to perform activities successfully.

There is a reference list at the end of the instructor's manual, and a very detailed list of intructional materials at the end of the response book.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

A measure of evaluation and assessment is built into each activity. The user is directed to review material which is unclear before proceeding to the next segment. Answers to some of the activities are provided on the filmstrip.

There is a short posttest with sample answers at the end of the intructor's manual.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Use of the module requires having access to a filmstrip projector and cassette tape player.

The module may be used individually as well as by small groups of teachers who might choose to respond collaboratively. No intructor or moderator is required.

The filmstrip and audiotape presentation takes about 30 minutes.

5.2 Distributor name/address:

CENTER FOR INNOVATION IN TEACHING THE HANDICAPPED (C I T H)
School of Education
Indiana University
Bloomington, Indiana 47401 (812) 337-5847

attention: Ms. Judy Gehlhausen

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
Complete Kit:	$30.00	no	one	yes*

No. 6 TIPS FOR TEACHERS
1. Instructor's Manual
2. Four Response Books
3. One Cassette Tape
4. One filmstrip

* Response Book not reusable

Additional Response Booklet	$3.00	no	one/user	no

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This module was developed by a team at the CENTER FOR INNOVATION IN TEACHING THE HANDICAPPED (Indiana University)

Director: Melvyn I. Semmel
Instructional Development: Sivassailam Thiagarajan

6.2 How developed and when:

"All modules in the TIPS FOR TEACHERS series have been developed through the systematic procedure outlined in INSTRUCTIONAL DEVELOPMENT FOR TRAINING TEACHERS OF EXCEPTIONAL CHILDREN: A SOURCEBOOK (Thiagarajan, Semmel, & Semmel, 1974). This procedure involved a team of special educators, instructional developers, media-production specialists and evaluators." The content of each module was chosen from a list of topics identified through an informal needs analysis, after which a special educator and the instructional developer analyzed the topic selected in order to identify teaching competencies and to specify behavioral objectives. A script was prepared (carefully checked for adequacy and accuracy) and converted into an audiovisual presentation. "The prototype module was repeatedly modified on the basis of expert appraisal and trainee feedback until satisfactory results were consistently obtained."

6.3 Evidence of effectiveness with users:

User feedback was incorporated into the development of the module, and effectiveness of the unit with trainees is implied. (See above)

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product is consistent with its stated objective in that it provides an overview of the subject of how to teach handicapped children to read, and offers techniques which will accomplish this objective. It is well suited for use with special education and regular education teachers.

The filmstrip is clear and technically good, the voices on the tape are pleasant, and the material is well organized and concisely presented.

Content accuracy/social fairness/community acceptance issues:

The content is accurate and does not profess to constitute an in-depth treatment of the subject. The mode of development and revision of the products in this series would indicate content accuracy.

There is no apparent ethnic, racial or sex bias, and at no point does the content venture into an area which could be deemed controversial.

Overall summary/comment:

This module is compact and easy to use, and is flexible in terms of time and place, as well as numbers of users.

It is logically organized and briefly touches on the most important points in the area of reading instruction. It allows for the background and prior knowledge of the user to enter into the execution of several of the activities. In presenting several possible approaches to the teaching of reading, it permits the user to develop an eclectic approach, one best suited for his/her particular needs.

Although some specific suggestions are offered, most of the activities depend on each teacher's initiative. This module should not be considered as a blueprint for the establishment of a reading program for the handicapped. Rather, it could be used as an enrichment, or a crystallization of an existing program in need of some new ideas.